

Developing Pragmatic Competence of English Learners Through a Blended Learning Approach that Matches their Cognitive Styles

*Juraqulov Gulomjon Hamrayevich*¹

Annotation: This paper explores the development of pragmatic competence in English learners through a blended learning approach tailored to their cognitive styles. By combining traditional classroom instruction with online resources, the approach accommodates diverse learning preferences, such as visual, auditory, and analytical styles. The integration of real-life scenarios, self-paced learning, and peer collaboration in both online and face-to-face settings enhances learners' ability to use language appropriately in various social contexts.

Key words: Blended learning, cognitive styles, collaboration, pragmatic competence, instructional methods, social interactions.

INTRODUCTION

Developing pragmatic competence in English learners is essential for effective communication, as it involves understanding the subtleties of language use in various contexts. One effective method to enhance this skill is through a blended learning approach that aligns with students' cognitive styles. Blended learning, which combines traditional classroom instruction with online learning, offers a dynamic and flexible environment conducive to personalized education. By integrating this approach with an understanding of individual cognitive styles, educators can create more effective and engaging learning experiences that foster pragmatic competence.

MAIN PART

Cognitive styles refer to the preferred ways in which individuals process information. These styles can significantly impact how students learn and interact with language. Some learners may be more analytical, preferring structured and logical presentations of information, while others may be more global thinkers, benefiting from holistic and contextual learning experiences. Visual learners may excel with diagrams and videos, whereas auditory learners might prefer listening to lectures or discussions. Understanding these differences is crucial for developing pragmatic competence, which relies on interpreting and using language appropriately in social interactions.

A blended learning approach allows for a variety of instructional methods that cater to different cognitive styles. For instance, online platforms can offer multimedia resources, interactive simulations, and forums for discussion, enabling visual and auditory learners to engage with the material in ways that suit them best. Traditional classroom settings can provide opportunities for face-to-face interactions, role-playing, and real-time feedback, which are essential for practicing and refining pragmatic skills.

Incorporating tasks that mimic real-life scenarios is a key strategy in this blended approach. For example, learners can engage in online role-plays or simulations where they practice conversational skills, such as making requests, giving compliments, or managing disagreements. These activities can be tailored to match different cognitive styles. Analytical learners might benefit from detailed feedback and explicit instruction on the linguistic rules governing these interactions, while more holistic learners might thrive in scenarios that emphasize context and overall communicative goals.

¹ Uzbekistan State World Languages University, ESL teacher of English 3 faculty, Department of English integrated courses №3



Furthermore, a blended approach facilitates self-paced learning, allowing students to revisit complex topics or practice specific pragmatic skills at their own pace. Online resources can provide supplementary materials, such as video explanations, interactive exercises, and quizzes, enabling students to deepen their understanding and practice pragmatics in a controlled environment. Teachers can monitor progress through online assessments and provide targeted feedback, helping students refine their skills over time.

Collaboration between peers is another critical aspect of developing pragmatic competence. Blended learning environments can foster this through online discussion boards, group projects, and peer review sessions. These activities not only provide opportunities for learners to practice pragmatic skills in diverse contexts but also expose them to different perspectives and communication styles, enhancing their ability to adapt and respond appropriately in various social situations.

CONCLUSION

In conclusion, developing pragmatic competence in English learners through a blended learning approach that matches their cognitive styles offers a comprehensive and flexible method to enhance language skills. By incorporating diverse instructional methods and real-life scenarios, educators can create engaging and personalized learning experiences. This approach not only addresses the unique needs of each learner but also fosters the practical application of language in social interactions, ultimately leading to more effective and confident communicators.

Used literature

1. Fleming, N. D., & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To Improve the Academy*, 11, 137-155.
2. Abrams, Z. I. (2002). Surfing to cross-cultural awareness: Using internet-mediated projects to explore cultural stereotypes. *Foreign Language Annals*, 35, 141-160. DOI
3. Mohamed B. (2024) Developing EFL Learners' Pragmatic Competence through a Blended Learning Model: A Quasi-Experimental Study
4. Alcon Soler, E. (2008). Investigating pragmatic language learning in foreign language classrooms. *International Review of Applied Linguistics*, 46, 173e196.
5. Atkinson, D., Churchill, E., Nishino, T., & Okada, H. (2007). Alignment and interaction in a sociocognitive approach to second language acquisition. *The Modern Language Journal*, 91(2), 169e188.
6. Bachman, L.F. (1990). *Fundamental considerations in language testing*. Oxford: OxfordUniversity Press.

